Appendix table 8-14.
Public assessment of the impact of computers and factory automation, by selected characteristics: 1985–99 (selected years)
(Percentages)

Characteristic	1985	1988	1990	1992	1995	1997	1999
All adults							
Strongly agree	3	5	4	5	6	9	9
Agree	45	35	35	34	35	37	39
Do not know	8	8	8	6	9	7	7
Disagree	42	45	45	48	43	39	39
Strongly disagree	1	7	8	7	7	8	6
Male							
Strongly agree	4	6	5	5	8	11	13
Agree	49	37	37	35	37	41	36
Do not know	7	7	7	5	8	5	5
Disagree	39	42	44	47	40	35	40
Strongly disagree	1	8	7	8	7	8	6
Female							
Strongly agree	2	4	3	5	5	8	6
Agree	42	34	32	33	33	34	40
Do not know	10	9	9	7	9	9	9
Disagree	45	48	47	48	45	41	39
Strongly disagree	1	5	9	7	8	8	6
Less than high school graduate							
Strongly agree	3	5	4	8	8	12	10
Agree	41	28	28	31	33	38	36
Do not know	8	9	9	5	11	6	9
Disagree	46	51	51	47	40	32	38
Strongly disagree	2	7	8	9	8	12	7
High school graduate							
Strongly agree	3	4	4	4	5	8	8
Agree	43	37	34	33	33	33	38
Do not know	8	7	7	5	8	7	6
Disagree	45	45	46	50	46	44	42
Strongly disagree	1	7	9	8	8	8	6
Baccalaureate and higher							
Strongly agree	3	9	6	4	7	10	13
Agree	60	42	46	40	43	48	44
Do not know	10	8	9	9	9	6	7
Disagree	25	37	34	42	35	31	33
Strongly disagree	1	4	5	5	6	5	3
Attentive public to science and technology[a]							
Strongly agree	4	10	5	7	10	17	16
Agree	56	37	45	41	36	38	38
Do not know	7	8	5	4	9	6	4
Disagree	32	37	38	43	38	31	35
Strongly disagree	1	8	7	5	7	8	7

See explanatory notes, if any, and SOURCE at end of table.

Appendix table 8-14.
Public assessment of the impact of computers and factory automation, by selected characteristics: 1985–99 (selected years)

Characteristic	1985	1988	1990	1992	1995	1997	1999
				Sample size			
All adults	2,005	2,041	2,033	1,004	2,006	2,000	1,882
Male	950	958	964	486	953	930	900
Female	1,054	1,084	1,070	533	1,053	1,070	982
Less than high school graduate	507	530	495	215	418	420	403
High school graduate	1,147	1,158	1,202	623	1,196	1,188	1,111
Baccalaureate and higher	349	353	336	203	392	392	368
Attentive public to science and technology	235	233	229	105	195	288	216

NOTE: Responses are to the following question: "In general, computers and factory automation will create more jobs than they will eliminate. Do you strongly agree, agree, disagree, or strongly disagree?"

[a]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue area, report that he or she is "very well informed" about it; and be a regular reader of a daily newspaper or relevant national magazine. Citizens who report that they are "very interested" in an issue area, but who do not think that they are "very well informed" about it, are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue area. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

SOURCES: National Science Foundation, Division of Science Resource Studies (NSF/SRS), *NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 1999* (and earlier years). For a complete set of data from the survey see J.D. Miller and L. Kimmel, Public Attitudes Toward Science and Technology, 1979–1999, Integrated Codebook (Chicago: International Center for the Advancement of Scientific Literacy, Chicago Academy of Sciences, 1999); and unpublished tabulations.

See page 8-13 in Volume 1.